



2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

ESEA, as amended by P.L. 114-95, ESSA Title II, Part A

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from

January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Attachment 1: *Leverage Leadership Readiness Assessment*

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

NA

Applicant Information

Organization CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

Shared Services Arrangements

X SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
A system for recruiting and promoting qualified principal candidates into residents.	CCISD will create a recruitment process based on successful teacher appraisals, positive growth as a result of observation and feedback, measurable student achievement, and demonstrated interpersonal leadership skills to promote principal candidates into residents.
An opportunity for high-performing teachers identified as emerging leaders to grow interpersonal leadership skills in a full-time administrative capacity.	CCISD will implement a full-time, year-long residency program for principal residents to grow and exercise leadership responsibilities and strategic problem-solving that includes having a substantial influence on campus instructional systems and culture at the administrative level.
A residency experience that produces actionable intelligence on the quality of CCISD clinical mentorship experiences.	CCISD will design a residency program to meet the specific career goals of individual residents and to fill the CCISD human resources pipeline with highly-qualified candidates for administrative positions.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

CCISD will recruit and promote high-performing principal candidates into residents to provide mentorship in the areas that affect student outcomes most directly. By the end of the one-year residency program, 100% of residents will be able to articulate the competencies and qualities of instructional leadership that are valued within CCISD, develop precise skills in using the Cycle of Continuous Improvement to improve teaching and learning in their schools, and facilitate effective stakeholder engagement to build a community of collaboration.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Residents will:

- i. Be able to articulate the strategic plans of their campus with confidence;
- ii. Have identified a campus-based problem of practice, created a community of learning to address the problem, and created a detailed implementation calendar for the community of learning;
- iii. Have developed a personal theory of action that outlines an articulate narrative on how to deepen and expand the CCISD core values in students and staff; and
- iv. Have begun to meet with instructional coaches to gain a thorough knowledge of how coaches support job embedded professional learning by extending the instructional leadership of principals throughout the campus learning community and into core content classrooms.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Residents are:

- i. Implementing a learning plan to address the identified problem of practice;
- ii. Implementing their personal theory of action;
- iii. Participating in campus-based decision-making teams;
- iv. Supporting the mentor principal in a wide-range of administrative duties, including the overall management of professional learning; and
- vi. Developing data skills to use deep analyses of school-wide and individual teacher data to identify school-wide patterns and create action plans.

Third-Quarter Benchmark

Residents are:

- i. Evaluating and modifying their learning plans and personal theory of action based on student data;
- ii. Supporting the overall management of professional learning on their respective campuses;
- iii. Participating in meaningful teacher observation and feedback sessions;
- iv. Participating in instructional improvement committees;
- v. Participating in the hiring, selection, and retention of staff;
- vi. Attending professional learning sessions directly related to administrative best-practices in a variety of areas; and
- vii. Crafting effective stakeholder communications and facilitating stakeholder efforts.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Project Evaluation will be determined by a resident's capacity to meet a final benchmark. By the end of the year, residents should:

- i. Have completed the residency and received their principal certification from a educator preparation program (EPP);
- ii. Be able to articulate the competencies and qualities of instructional leadership that are valued within CCISD;
- iii. Have a demonstrable understanding of the Cycle of Continuous Improvement and the role of instructional coaches in teacher development;
- iv. Be able to identify trends in student performance and instructional practice by analyzing student data;
- v. Be able to communicate the impact of administrative decisions on campus culture; and
- vi. Be confident facilitating effective stakeholder engagement.

Resident data from weekly evaluation and feedback sessions, and real-time observations provided by mentor principals and EPP faculty, will be used to evaluate each resident's capacity to meet benchmarks. At the end of the year, residents will participate in a mock interview with CCISD leadership to describe first-hand experiences facilitating administrative responsibilities and appropriate learning goals for a new administrator. Should residents not meet their benchmarks, modifications will be made to the program, which may include increased time with administrative mentors and instructional coaches modeling best-practices, changing which campuses and mentor principals are involved in the residency, altering the timeline of problematic benchmarks, and evaluating the efficiency of added contractual learning opportunities.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.
- ☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- ☒ The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.
- ☒ The applicant assures that the principal preparation residency is full-time and at least 1-year in length.
- ☒ The applicant assures that residents do not have significant classroom responsibilities.
- ☒ The applicant assures that residents do not hold a principal certification in the state of Texas.
- ☒ The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.
- ☒ The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute in June 2019.
- ☒ The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.
- ☒ The applicant assures that Attachment 2: *Principal Preparation Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Preparation Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.
- ☒ The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to brenda.garcia@tea.texas.gov for approval.
- ☒ The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 8 of 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

Statutory/Program Requirements

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria, including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. Also, provide the plan for considering the degree to which the diversity of the residents mirrors that of the student population in the recruitment and selection strategy.

CCISD is a steadily growing district with high upward mobility. As a result, it has become increasingly difficult to fill the hiring pipeline with candidates who possess the qualifications and experiences deemed appropriate for administrative roles. Every year CCISD has, on average, fifteen assistant principal positions open and a candidate pool of roughly six-hundred applicants. Most of those applicants will not move forward in the hiring process because of the high level of excellence to which the District holds administrators. To recruit residency candidates with the greatest potential for becoming an effective school leader, CCISD will utilize a referral system for current campus-based leadership to nominate high-performing teachers who are motivated to transition into instructional leadership roles. Individual nominations will be supported by a record of exceptional classroom performance, the consistent demonstration of high expectations for student and teacher learning, the intent to complete a degree and school principal certification, high-level interpersonal skills, and an undeviating adherence to the CCISD core values. The meeting of these standards will be determined by measurable student achievement and strong appraisals. Educator responses to observations and feedback during classroom evaluations will also be considered. CCISD is seeking future leaders with demonstrated problem-solving skills who have a drive for continuous professional development.

Once nominations have been received, digital invitations will be sent to candidates who meet the above criteria for an informational session where program opportunities and requirements will be presented in detail. Formal interviews will be held to select finalists who are motivated to serve as school leaders, meet the needs of every learner, successfully complete the program and gain principal certification, and who have a growth mindset. Interviewees should display strong cognitive abilities, behavioral intelligence, and be able to role-play complex situations anticipated over the course of the residency. Candidates will be expected to articulate how they have positively contributed to their campus culture thus far, their current understanding of the Cycle of Continuous Improvement, and why stakeholder engagement is crucial for creating a collaborative school community. Final selections will be individuals most likely to be hired as an administrator within the district at the end of the program.

Hiring practices at CCISD are firmly based on selecting candidates with the character and qualities required to strategically meet the needs of the diverse student populations of each campus, which includes recruiting individuals with a wide breadth of experience serving diverse populations and who have a growth mindset. Placing priority on student need has proven to most consistently produce the desired outcome of a highly effective teacher and administrator population that closely mirrors the student population. For example, CCISD has several dual-language immersion campuses and there is a strong need for bilingual staff to serve those students. The district actively recruits from universities that have a high number of degrees conferred for bilingual certified candidates and hosts as many student teachers seeking bilingual certification as possible. The 2016 TAPR reports, the latest available, show that CCISD dual-language immersion campus McWhirter Elementary has a Hispanic population of roughly 60 percent and that the teacher population closely reflects that same percentage. Residency selection and placement for the Principal Preparation Program will follow this same student need-based practice. Diversity and equity of opportunity amongst staff and students are paramount to the district. Should the diversity of the residency candidate pool not reflect the diversity of the districts' student population, modifications to the residency recruitment plan will be made to include targeted recruitment messaging for campuses with highly diverse emerging leaders.

Statutory/Program Requirements

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The residency design will be built collaboratively between CCISD instructional leadership and EPP faculty to ensure curriculum and experiential learning alignment. In order to create a rigorous and thorough program, residents will be given the full spectrum of duties that an assistant principal is usually responsible for maintaining. At a minimum, residents will support curriculum and instruction, professional learning, school safety, and stakeholder engagement. Under the guidance of an EPP faculty member and a CCISD mentor principal, residents will start the program by using self-reflection to set specific learning goals for themselves. The goals will focus around three main areas: impacting student outcomes through teacher development, supporting the district's vision and culture on campus, and coordinating stakeholder engagement to build a collaborative school community.

Every resident will identify an instructional problem of practice, supported by student data, for which a community of practice will be created. The community of practice, comprised of high-performing teachers and led by the resident, will build, execute, analyze and modify a professional learning plan to directly address the problem of practice. The scope of the plan will be based on the practicality of implementation within the residency timeline but will be structured for sustainability to improve student outcomes long after the residency has ended. By leading this community, residents will not only build their own instructional competencies but will also learn how to grow the competencies and practices of others in a way that supports the campus strategic plan. Learning how to facilitate multiple cycles of continuous improvement will also be a key element of the program. In parallel with leading the community of practice, residents will support the overall management of professional learning by assisting with a wide range of responsibilities, such as scheduling, curriculum alignment, teacher observation and feedback based in actionable intelligence, professional growth plans, and collaborating with instructional coaches.

To support the district's culture of inclusivity and equity, residents will develop a personal theory of action that outlines an articulate narrative on how to deepen and expand the CCISD core values in students and staff. The narrative must strategically align with the district's vision and the Superintendents' targets. To understand the full systemic effect of administrative decisions on campus culture, residents will participate in campus-based decision-making teams, which will allow them to view challenging issues from a variety of perspectives. The resident will also provide support in the hiring, selection, and retention of staff to gain insight into how these responsibilities create a bridge between high-quality instruction and campus culture.

Effective communication with stakeholders, and the successful facilitation of their efforts, will be another crucial component of the residency. A resident's capacity for articulating school goals, the value of collaborative learning and continuous development, and setting the expectation that parents are partners in student learning, will be woven into the quarterly benchmarks by which the residents will be evaluated. Residents will practice these skills through a variety of platforms, including the coordination of volunteers and school-related organizations, leading structured learning walks for community members, and participating in campus instructional improvement committees.

Finally, residents will engage in professional learning opportunities covering administrative best-practices, such as crafting stakeholder communications, adherence to human resource policies, budgeting, reporting, special education and 504 policy, operations management, and collaboration with district-level offices and outside agencies.

Statutory/Program Requirements

3. Provide a description of school actions implemented in the 2016-2017 or 2017-2018 school years; or planned for the 2019-2020 school year and beyond. Refer to page 7 of the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines for a list of school actions. Check "Not Applicable" if LEA has not implemented any school actions in the 2016-2017 or 2017-2018 school years or has no plans to implement school actions in the 2019-2020 school year and beyond.

☒ Not Applicable

Statutory/Program Requirements (Cont.)

4. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

CCISD employs a backward design model of data-driven instruction. Backward design begins with creating a shared definition of content mastery that exceeds the rigor of the standards and end-goal assessments. Existing data is then used to identify gaps in instructional practice, common student misconceptions, and to pinpoint high levels of student achievement in content mastery. Summative state testing, campus-based assessments, and real-time instructional level data collection, such as student responses, peer dialogue, levels of engagement, and use of classroom resources are all utilized as diagnostic tools to evaluate instruction. Based on the identification of these gaps and achievements, professional development plans are created for each teacher. Every plan includes a calendar that lays out a timeline for teachers to conference with instructional coaches and departmental teams on creating and revising assessments that align with TEKS and the campus-based measurement of content mastery, the analysis of formative assessment data to customize instruction for a spectrum of comprehension levels, targeted remediation, and the implementation of immediate action steps to elevate instruction. For teachers with emerging data skills, instructional coaches model how to conduct efficient real-time instructional level data collection and analysis. Instructional coaches, curriculum coordinators, and campus administrators monitor interim assessments and conduct extensive analyses of campus-wide and individual classroom data throughout the year to identify trends in student performance and instructional practice. These analyses inform action plans and are used by department team leaders to provide a foundation for meaningful reflection at weekly team meetings on the impact of adaptations and reteaching.

5. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

To supplement routine observation and feedback sessions with administrators, and weekly meetings with department team leaders, CCISD employs an instructional coaching model. Instructional coaching roles can range from resource provider to curriculum specialist depending on the specific needs of teachers and their level of confidence in implementing action steps. Instructional coaches support job embedded professional learning by extending the instructional leadership of principals throughout the campus learning community and into core content classrooms. The district has developed a coaching model that fosters collaborative partnerships between instructional coaches and teachers, focused on improving instructional practice. The emphasis in this type of coaching is assisting teachers in planning initial instruction that appropriately scaffolds the learning to meet the needs of every learner, thus building student confidence along with concept mastery. The coaches' focus is always on helping teachers leverage their professional expertise and experience to design increasingly inclusive and effective instruction. Coaches support delivery of these well-designed lessons through the identification of high-leverage issues, modeling and co-teaching with teachers, fostering increased self-efficacy and creating practical and measurable action plans. Real-time feedback and subsequent reflective conversations assist teachers in fully appreciating the impact of their instructional designs and delivery, thereby helping teachers create meaningful and lasting professional growth, leading to improve student achievement. Instructional coaches track their activity with teachers to identify growth trends that can be used to inform the district's overall professional learning cycles.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☒ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☒ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	42,212
2. Enrollment of all participating private schools	110
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	42,322
4. Total current-year grant allocation	700,000
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	0
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	700,000
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	17
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	1,870

Request for Grant Funds

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program 10

Matched amount (number of principal residents participating in program x \$15,000) 150,000

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

School Site Supervisor Stipend

50,000

Resident Salary

500,000

Retired CCISD principals to provide professional learning and mentorship on a part-time basis

30,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

High-quality, contracted professional learning opportunities for principal residents

55,807

SUPPLIES AND MATERIALS (6300)

Resident Computers

20,000

OTHER OPERATING COSTS (6400)

Travel costs for mentor principals and EPP faculty to travel to TEA summer institute

20,000

Total Direct Costs

675,807


Indirect Costs

24,193

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

700,000

Attachment 1: Leverage Leadership Readiness Assessment

Leading Data Driven Culture: <i>How would you describe your team's...</i>		
a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?		3
b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?		3
c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?		3
d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including “do nows”, in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments?		4
e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year?		4
f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans?		4
g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)?		4
h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning?		4
i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?		4
j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?		4

Attachment 1: Leverage Leadership Readiness Assessment

Leading Observation Feedback <i>How would you describe your team's...*</i>		<div> <div>0 - Lacking</div> <div>1 - Attempting</div> <div>2 - Foundational</div> <div>3 - Proficient</div> <div>4 - Exemplary</div> </div>
a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?	3	
b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	3	
c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	4	
d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?	4	
e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?	4	
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	4	
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	3	
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	3	
i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?	3	
j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?	3	

